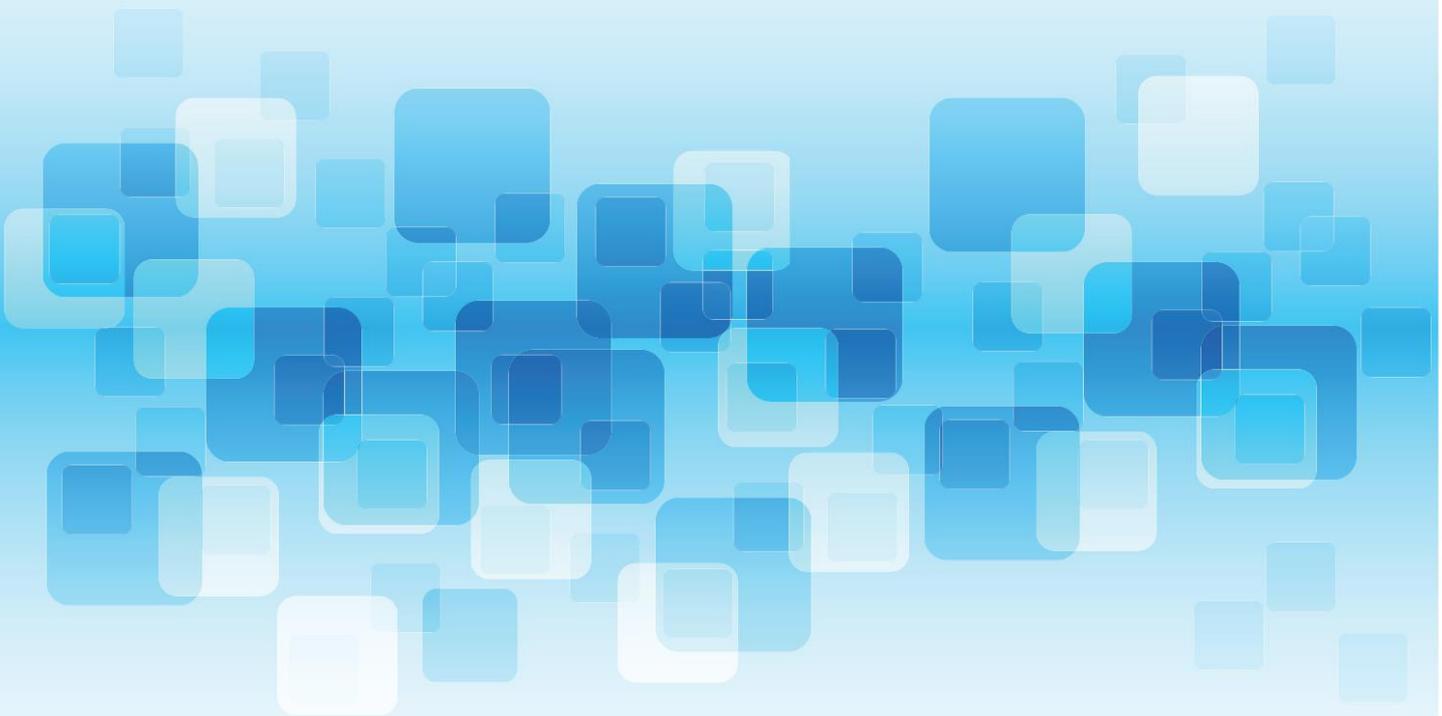




School Improvement Unit Report

Bohlevale State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Bohlevale State School from 30 March to 2 April 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Bohlevale School Road, Burdell
Education region:	North Queensland
The school opened in:	1911
Year levels:	Prep to Year 6
Current school enrolment:	787
Indigenous enrolments:	17 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	933
Year principal appointed:	2013
Number of teachers:	31 classroom teachers
Nearby schools:	Bluewater State School, Northern Beaches State High School, Pimlico State High School, Kirwan State High School
Significant community partnerships:	Heatley State School, Northern Beaches State High School, Pimlico State High School, Kirwan State High School
Unique school programs:	Stephanie Alexander kitchen garden program, athlete development program



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principals (DP), Head of Curriculum (HOC), Head of Special Education Services (HOSES)
 - 48 teachers
 - 20 teacher-aides
 - Three office staff
 - One janitor
 - 27 Parents
 - 112 Students
 - Four community members
 - One Chaplain

1.4 Review team

Stephen Auer	Internal reviewer, SIU (review chair)
Marilyn Moballe	Peer reviewer
Phil Savill	External reviewer



2. Executive summary

2.1 Key findings

- There is a clearly articulated improvement agenda that is known by staff, students and parents.

Students, staff and parents talk of improving student outcomes in reading. There is clarity in the strategies being employed and these are broadly communicated to the school community. Staff and students are committed to this improvement plan.

- The school has documented pedagogical and curriculum frameworks. Elements of these frameworks are embedded, but not consistently implemented.

There is a strong research base which supports both the pedagogical and curriculum frameworks. The school is currently implementing the work of Sharratt and Fullan¹, to put faces on the data in order to track and improve students' learning. Staff are engaged in the process of implementation, however both frameworks are yet to be fully embedded across the school.

- Data is collected to benchmark student progress and to inform differentiated teaching practice.

A whole-school assessment schedule is in place to support the systematic collection of student achievement data. Short cycle data collection is an established school practice to track student progress. Some teachers are using this data to inform differentiated teaching in the classroom. Data literacy is inconsistent amongst teaching staff.

- In 2015 coaching, mentoring and supervisory visits have commenced to provide feedback to teachers and build staff capacity in school-wide teaching practices.

The implementation of these school processes and the development of role descriptions for school leaders are in the early phase. Some staff are requesting feedback on a regular basis from supervisory staff. There is interest in classroom teachers observing not only coaches, but other teachers' best practice.

- The provision of resources which support teaching using Information Communication Technologies (ICTs), reading and additional support staff, has been identified as an area of concern by students, staff and parents.

The school enrolment has experienced strong growth and there is some evidence to suggest that some learning areas may be under resourced. Some existing resources

¹ Lyn Sharratt and Michael Fullan, Putting FACES in the Data: What Great Leaders Do, Corwin, Thousand Oaks, California, 2012.



are ready for replacement. A significant number of teachers expressed a desire for greater access to ICTs in their classrooms to support curriculum delivery and teaching practices.

- A range of communication strategies are currently employed in the school, with various levels of effectiveness.

Multiple strategies are being used to communicate with students, staff and parents. Staff and students are sharing 'good news' stories. Parents are reporting a desire to be more informed and engaged in the school community and as partners in their children's learning.



2.2 Key improvement strategies

- Clearly articulate and enact a precise and explicit implementation plan in regards to consistent and regular feedback for staff and students.
- Clarify and communicate the roles and responsibilities of school leaders in order to develop a clear understanding of instructional leadership. Implement a regular, targeted cycle utilising all available leadership resources to ensure capacity building for all staff.
- Ensure that all staff have a depth of understanding to plan and implement a differentiated curriculum with particular focus on high achieving students.
- Refine the communication strategy to engage parental support and involvement.
- Continue to develop clarity and cohesion between the pedagogical framework and curriculum plan documentation and classroom implementation.